

Introducing problem-based learning into a traditional medical school : student and staff perceptions of the United Arab Emirates University's innovation

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STELLINGEN
behorende bij het proefschrift

**Introducing problem-based learning
into a traditional medical school;
student and staff perceptions of the
United Arab Emirates University's innovation**

Deborah Mpofu

1. To the extent that problems cover faculty objectives, with appropriate guidance inexperienced students are perfectly able to identify relevant learning issues. (chapter 2 of this thesis)
2. The concept of 'critical appraisal' of the literature is not well understood in problem-based tutorials. (chapter 3 of this thesis)
3. Students turn out to be very well able to assess their own abilities in concordance with the judgments of their tutors. (chapter 4 of this thesis)
4. Where cultural experiences differ between students and tutors, their expectations as to what forms harmonious group functioning in problem-based tutorials may be totally polarized. (chapter 5 of this thesis)
5. Language barriers can be a hindrance in interaction during problem-based tutorials. (chapter 6 of this thesis)
6. There is no difference in the desire to succeed academically between Africans, Europeans, Arabs and North Americans.
7. Every educationalist should have experience as a teacher. One cannot expect a celibate to speak of marriage.
8. A major concern for students in problem-based learning tutorials is that some aspects of the curriculum may not have been covered. (chapter 3 of this thesis)
9. Problem-based learning can help students to identify gaps that are not evident in the more traditional teacher-centred system. (chapter 6 of this thesis)